

IP631 Outline - Winter 2013 - Tentative Syllabus

Details

- Ken Jackson - Offices: P3104 (mornings); BSIA - 306 (afternoons)
- Office hours (BSIA 306) - TBA, prob. Mon/Wed - 4-5pm
- E-mail: kjackson@wlu.ca ; Website: [My Learning Space](#)

The Course

The course focuses on the use of economic analysis, both theoretical and empirical, in understanding key issues in human security. Each class will be centered around a set of readings and 2-4 key questions. Students are expected to come to class having completed the readings and thought about the questions posed. The readings listed below are a starting point, and further readings and questions will be posted to the My Learning Space discussion board throughout the term. In some class sessions, we will work through problems that require statistical analysis. It will be helpful if students that have a laptop with STATA installed bring those to class for those days, which are identified below.

Civil Conflict (3)

The focus is primarily on the statistical analysis of civil conflict. The paper by Blattman and Miguel offer a survey of the economics literature, while papers by Collier and Hoeffler, along with James Fearon, are key early references in this area. Conveniently, the data and Stata do-files are available for this work, and we will work through the statistical analysis in class during the second week. In the third week, each student will submit and present a short summary/review of a recent empirical paper in the area.

1. January 9th - Introduction to the course, economic approaches to civil conflict
 - Blattman and Miguel, Civil War, *Journal of Economic Literature*, vol.48, no.2, 2010
2. January 16th - Statistical analysis of conflict - STATA
 - Collier and Hoeffler “Greed and Grievance”, 2004, and , “Beyond Greed and Grievance”, 2009. Data/do-files available from Anke Hoeffler’s website.
 - Page Fortna, “Does Peacekeeping Keep Peace?”, 2004.
 - Miguel, Satyanath and Sergenti, “Economic Shocks and Civil Conflict: An Instrumental Variables Approach”, *Journal of Political Economy*, 2004.

3. January 23rd - Presentations of article reviews

- [Article review - due Jan. 22nd - 15%](#)
- [Presentation of review - Jan. 23rd - 10%](#)

Food Security and Foreign Aid (6)

This section focuses on the analysis of food insecurity and foreign aid, including the development of a policy brief providing recommendations for CIDA projects on food security in particular countries of focus. These briefs will be developed in pairs. The first stage is an individual assignment, with one student from each pair focusing on food policy in the country of focus and the other focusing on CIDA projects in the country. This is to be submitted and presented on February 13th. In the second stage, pairs will work together to develop statistical analysis of child malnutrition data in the country, and then use this analysis to inform a policy brief making recommendations to CIDA about potential areas where aid could be used effectively to reduce malnutrition.

1. January 30th - Introduction to food policy

- FAO report, “The State of Food Insecurity in the World”, 2011.
- [Managing Price Volatility - Peter Timmer](#)

2. February 6th - Effectiveness of foreign aid and CIDA

- Craig Burnside and David Dollar, “Aid, Policies and Growth”, American Economic Review, 2000.
- William Easterly, “Can Foreign Aid Buy Growth?”, Journal of Economic Perspectives, 2003.
- [*CIDA Aid Effectiveness Agenda](#) - and read linked documentation on the different elements of the Canadian strategy.
- Easterly and Pfitze, “Where Does the Money Go? Best and Worst Practices in Foreign Aid”, 2008. (June 2nd)

3. February 13th - Presentations and introduction to malnutrition data - STATA

- [Food Policy and CIDA program briefs - 10%](#)
- [Presentations - 5%](#)

4. February 27th - Statistical analysis continued - STATA

- Robert Black et al, 2008. Maternal and child undernutrition: global and regional exposures and health consequences, The Lancet, Volume 371, pp243-260.

- **Statistical analysis and written summary due March 1st - 10%**
5. March 6th - Targeting malnutrition - effective intervention
 - **Strategies to Avoid the Loss of ... - Engle et al., 2007**
 6. March 13th - Presentation of foreign aid briefs on food security
 - **Presentation of policy brief - March 13th - 5%**
 - **Final policy brief due March 15th - 15%**

States and Markets

Many goods including water, food, housing, sanitation, electricity, education and health-care have been identified by the UNDP and others as essential for human security. The variety of market and state involvement in each of these areas varies significantly both across and within countries. In this section, we will consider key current questions in this area. Discussion of the delivery of these goods involves issues of both equity and efficiency, and highlights issues such as corruption, decentralization and privatization. In this section, we will discuss the economic theory and evidence regarding the provision of critical goods and the relationship between human security and economic policy.

The initial class will be led by the instructor, while the last three will primarily feature student led discussions of particular issues. These will focus on particular delivery issues, either generally or with a case-study focus. Students are expected to submit a short proposal by February 6th on their issue of focus. Each student will prepare a background paper (20%) outlining their issue, and highlighting the breadth of arguments to be considered. All students will submit this no later than March 22nd. These will then be the basis for discussion (10%) in the final three weeks of term.

1. March 20th - Economic theory on the provision of critical goods and human security
 - Readings TBA
 - **Background document (2000-3000 words plus graphics, etc.) due Monday, March 22nd - 20%.** This must be posted to the Discussion Board in My Learning Space to make it available to all course participants.
2. March 27th/April 3rd/10th - Student led policy discussions
 - Readings - Student background documents

Further Details

Late Penalties

Late submissions of written material will be penalized at the rate of 25% per day.

Participation

Students are expected to arrive in class on-time, have completed the assigned readings, and actively participate in the class discussion. Participation grades are assessed as bonus or penalty marks to the final grade, to a maximum of plus/minus 5%. Missing class without an acceptable reason, being consistently late or otherwise disruptive, may result in further grade reductions.

Regrade Requests

Regrade requests on any item of assessment will only be considered if submitted within one week of receipt of the mark for that item, and accompanied by a written statement of the substantive grounds for the request. The entire assignment will be regraded and the final mark could increase or decrease.

Accessible Learning Statement

Students with disabilities or other special needs are advised to contact Laurier's Accessible Learning Centre for information regarding its services and resources. Students are encouraged to review the Calendar for information regarding all services available on campus.

Academic and Research Misconduct

You are reminded that the University will levy sanctions on students who are found to have committed, or have attempted to commit, acts of academic or research misconduct. You are expected to know what constitutes an academic offense, to avoid committing such offenses, and to take responsibility for your academic actions. For information on categories of offenses and types of penalty, please consult the relevant section of the Undergraduate Academic Calendar. If you need clarification of aspects of University policy on Academic and Research Misconduct, please consult your instructor.

Wilfrid Laurier University uses software that can check for plagiarism. Students may be required to submit their written work in electronic form and have it checked for plagiarism.